

## The Engaged Classroom Lesson Plan Template

**Name:** Tara Swanepoel

**Subject Area:** Spanish II

**Grade Level:** 9-12

**Lesson Title:** ¡Venid pues!

### Brief lesson description:

In this lesson students will use Movie Maker to produce a “commercial” to market a tour they create to a Hispanic country of their choice. The commercial will be in Spanish. This lesson represents one part of a large project.

### District core content standard/benchmark addressed: (What concepts do you want students to understand?)

Montana World Language Standards

- Content Standard 3 - Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. Benchmark 2 – The student will produce formal and informal written and/or oral communication.
- Content Standard 4 - Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts. Benchmark 1 – The student will identify significant cultural perspectives and practices.

### NETS-21st century technology skills and standards addressed:

- 1-b. - Create original works as a means of personal or group expression.
- 3-b. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 5-a. - Advocate and practice safe, legal, and responsible use of information and technology.
- 6-d. Transfer current knowledge to learning of new technologies.

### Essential question(s):

*Content-specific*

- What is an important historical site in your chosen country? Why is it important to the country's history?
- What are two more sites of interest in your country? What makes them popular tourist destinations or places that people think they must see?
- What foods are popular in or unique to your country? How are they prepared?
- What are some of the most important celebrations in your country? How are they celebrated?
- Why do you think people should visit your country?

### *Language-specific*

- What vocabulary comes to mind when you think of commercials that try to convince you to visit a certain place?

### *Technology-specific*

- Why should I worry about using copyrighted material from online sources?
- Where can you find royalty free resources to use for this and future projects?

### **Technology resources needed (hardware and software):**

- Laptop computers
- Internet access
- Windows Movie Maker software
- Microphones (built-in or headphones with microphone)

### **\*\*Procedure:**

#### **Day 1 - Project Introduction and Overview**

- Show students an example commercial so they have an idea of what an end product could look like.
- Discuss the persuasive Spanish vocabulary used in the commercial.
- Write a generic commercial together in class.
- Discuss the concept of Digital Citizenship and the importance of respecting copyrights.
- Discuss the different types of copyrights and how to respect them.
- Give students time to explore Creative Commons and other sites with material available for general use.
- Give project task list to students and discuss time frame for completing tasks.
- Have students create a folder in My Documents (or their Sky Drives) in which they will store the photos, music samples, and finished tasks.

#### **Day 3 or 4 - How to Use Movie Maker**

- General features
- Import and manipulate photos
  - Adding photos to timeline
  - Changing duration of photos
  - Adding effects to photos
  - Moving photos
- Import and edit music
  - Adding music to timeline
  - Adding effects to music
  - Duration of music directly affected by duration of photos
  - "Moving" music
- Creating voice track
  - Recording voice track
  - Editing voice track
  - "Moving" voice track
  - Adjusting volume of voice track and music track
- Saving your project
  - Saving drafts
  - Saving final product as a file that can be embedded into your Weebly site
  - Uploading your final product to YouTube
- Address students' questions

## **Project Task List** *(to be completed between Days 2 - 10)*

Task 1 - Using the Lonely Planet guide and internet resources, find the answers to the following questions:

- What is an important historical site in your chosen country? Why is it important to the country's history?
- What are two more sites of interest in your country? What makes them popular tourist destinations or places that people think they must see?
- What foods are popular in or unique to your country? How are they prepared?
- What are some of the most important celebrations in your country? How are they celebrated?
- Why do you think people should visit your country?

Task 2 - Choose the information you will include in your commercial. Write a rough draft of your commercial. You may choose to do this in English or Spanish. If you choose to do the rough draft in English, ask yourself if you have the necessary vocabulary to translate the majority of what you have written. You can ask Sra. Swanepoel for help translating. Remember to use Google Translate ONLY for words or very short phrases, NEVER for whole paragraphs!

Task 3 - Find a classmate and share your first drafts. Share one thing that you liked about your classmates commercial and two things to improve.

Task 4 - Revise your rough draft. This may not be your final draft, but it should be getting closer. Remember that the final audio script must last between 30 and 60 seconds.

Task 5 - Search Creative Commons for pictures that will effectively represent the content of your script. Remember to use only images that are not copyright protected. \*\*Don't forget to note the source of the picture.\*\* Choose approximately 1 picture for every 5 - 10 seconds of audio. (A 60-second commercial should have a minimum of 6 pictures. A 30-second commercial should have a minimum of 3 pictures.)

Task 6 - Search Creative Commons or Incompetech for music that will fit the mood you would like to create in your commercial. Download between 2-3 pieces of music that you particularly like. \*\*Don't forget to note the source of the music.\*\* Don't spend too much time on this step. You can burn a LOT of time here. Trust me. :)

Task 7 - Using Movie Maker, start to piece together your slide show. Begin with the pictures, then add the music. Add effects to the pictures. While arranging the pictures and music, speak your script without recording it to see how it might work.

Task 8 - When you are fairly satisfied with your pictures and music, record the voice track. Remember, everything can be edited!

Task 9 - Edit the pictures, music, and voice track so that they all compliment each other.

Task 10 - Add a credits slide at the end to cite your sources for the photos and music.

Task 11 - Save your movie project as a file that can be uploaded to YouTube or embedded into your Weebly site.

**Assessment method:  
(How will you know students understand the concept?)**

Students will be given a rubric at the beginning of the project to guide them. This same rubric will be used to assess their final projects. The following areas will be on the rubric:

- Creativity and Presentation
- Content
- Quality of Script
- Ability to Persuade
- Voice Quality
- Photographs/Visuals
- Background Music
- Legal use of material
- Time Frame

**\*\*NOTE** - This "commercial" is a small piece of a larger project. The students will be given 8 weeks to complete the large project. The students will be given 2 weeks to complete the tasks associated with the commercial to help them manage their time throughout the large project. Because of my school's policy on homework, the vast majority must be done in class, along with the regular curriculum. For this reason, I have tried to allot sufficient time to do the project AND advance through the regular curriculum. However, it may require more than 10 days if there are unforeseen issues (such as technological difficulties).